

Cambridge Lower Secondary Checkpoint

ENGLISH

1111/01

Paper 1 Non-fiction

April 2022

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Markers were instructed to award marks. It does not indicate the details of the discussions that took place at a Markers' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the End of Series Report. Cambridge will not enter into discussions about these mark schemes.

This document has **10** pages. Any blank pages are indicated.

Section A: Reading

Question	Answer	Marks
1	<p>Which literary technique is used in the headline? Tick (✓) <u>one</u> box.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • alliteration 	1

Question	Answer	Marks
Look at the first two paragraphs (lines 1–10).		
2(a)	<p>Where do the spring classics take place?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • Europe 	1
2(b)	<p>Which magazine published this article?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • Cycling World 	1
2(c)	<p>Why do competitors give maximum effort in each of the spring classics?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • (They're made up of) one-day races • high profile • (most) prestigious • the riders come from the area • these races are the focus/highlight of their season 	1

Question	Answer	Marks
3	<p>Explain what the writer's opinion of the Tour de France is. Give a quotation from the text to support your answer.</p> <p>Award 1 mark for an explanation that expresses the following idea:</p> <ul style="list-style-type: none"> • the writer thinks that the Tour de France is the highlight of the season <p>Award 1 mark for the following quotation:</p> <ul style="list-style-type: none"> • '(the Tour de France –) the climax (of the bike-racing season)' 	2

Question	Answer	Marks
4	<p>Look at this phrase: ‘associated with cobbles and chaos’ (lines 3–4). What does this tell the reader about the races?</p> <p>Tick (✓) <u>two</u> boxes.</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • The races go across challenging terrain. • The races have unpredictable outcomes. 	2

Question	Answer	Marks
5	<p>The writer does not necessarily agree with all the information in the first paragraph.</p> <p>Which <u>two</u> words or phrases tell the reader this?</p> <p>Award 1 mark for each of the following up to 2 marks:</p> <ul style="list-style-type: none"> • often considered (both words needed) • so-called (classics specialists) • (the) ‘true’ / (the) true (cycling fan’s favourite races) 	2

Question	Answer	Marks
6	<p>How does the writer feel about Strade Bianche’s status as a genuine classic?</p> <p>Award 1 mark for any of the following points:</p> <ul style="list-style-type: none"> • The writer is surprised • Recognition that it is a young race • Reference to the unique character 	1

Question	Answer	Marks
7	<p>What does <i>sealed the deal</i> (line 27) refer to?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • winning (the Milan-Sanremo race) 	1

Question	Answer	Marks
8	<p>Explain why a spectator might find Milan-San Remo both dull and exciting. Give <u>two</u> ideas.</p> <p>Award 1 mark for each of the following ideas, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • (It is dull) as it is a relatively flat race. • (It is exciting) because there is overtaking in the closing stages. 	2

Question	Answer	Marks
9	<p>There are two different types of riders named in the article. What names are given to them?</p> <p>Award 1 mark for both of the following:</p> <ul style="list-style-type: none"> • sprinters • climbers OR non-sprinters 	1

Question	Answer	Marks
10	<p>Look at lines 6–7.</p> <p>Why are these not the sort of questions you should be asking yourself on the trail?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • if you're already on a trail which is too challenging you could have an accident • should be prepared / level of preparation • it is too late by then 	1

Question	Answer	Marks
11	<p>What literary techniques does the writer use in <u>Text B</u> to get the message across? Tick (✓) <u>two</u> boxes.</p> <p>Award 1 mark each for:</p> <ul style="list-style-type: none"> • repetition • hypothetical questions 	2

Question	Answer	Marks
12	<p>Compare <u>Text B</u> with <u>Text A</u>. How could the writer of <u>Text B</u> use layout and presentation as it is used in <u>Text A</u>, to make the information in <u>Text B</u> clearer? Give <u>two</u> ideas.</p> <p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none">• more subheadings• bullet points• capitalisation (of the subheadings)• glossary• more bolding	2

Question	Answer	Marks
13(a)	<p>Some friends have decided to spend the day at Wild Wheels Trail Park and have chosen the long-distance, moderate trail.</p> <p>Complete their checklist below. Accept the first answer given.</p> <p>Award 3 marks for 7–9 correct facts. Award 2 marks for 4–6 correct facts. Award 1 marks for 1–3 correct facts. Award 0 marks for 0 correct facts.</p> <p>compulsory kit: helmet <u>and</u> gloves recommended kit: protective garments essential equipment: (route) map spares / inner tube</p> <p>essential provisions: <u>high energy</u> food <u>and</u> water trail colour: blue</p> <p>Before setting off:</p> <p>check: trail / grading information weather forecast (for today) / what is the weather further up the hill? trail conditions / has it snowed or rained recently?</p>	3
13(b)	<p>Summarise the information they need to know before starting on a cycle trail. Use up to <u>40</u> words.</p> <p>Answers should include three of the following points:</p> <ul style="list-style-type: none"> • grading information of chosen trail / awareness of necessary skills or fitness demanded by the trail • weather forecast / what is the weather further up the hill? • trail conditions (has it snowed or rained recently?) • <u>how</u> to change an inner tyre / <u>how</u> to repair a bike <p>Award 2 marks for a summary that combines three main points into a coherent answer.</p> <p>Award 1 mark for a summary that includes 1–2 main points.</p> <p>‘They need to know what level they are and the trail grade information for that level. Also, they should check the weather forecast for that day and how this has affected the trail conditions.’</p>	2

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Question	Answer	Marks
<p>Notes to markers</p> <ul style="list-style-type: none"> • Use the marking grids on the next two pages. • Marking should always begin from the lowest mark in each column and work upward. • A ‘best fit’ judgement should be made in judging first in which box to place the response and then, within that box, which mark is appropriate. • The lower mark within a box should be given if some of the criteria have been met but not all. 		
<p>14 Write an article for a magazine describing a sporting event or entertainment event that is about to happen in your country.</p> <ul style="list-style-type: none"> • You need to decide what it is, for example cycling, running, swimming, skiing, music, art or your own idea. • You need to tell the reader when and where the event will take place. • You need to describe the details, for example where it will be, who is involved and why it is important. <p>Remember to use presentation and layout to organise the information clearly.</p>		

14	Content, purpose and audience. (Wa)	8
	Text structure and organization. (Wt)	7
	Sentence structure and punctuation. (Wp)	7
	Spelling (Ws)	3
		[Total 25]

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Sentence structure and punctuation (Wp) 7 marks	Spelling (Ws) 3 marks
<p>A range of appropriate and varied sentence structures are used to create effect.</p> <p>The use of sentence features contributes to the overall development of the text.</p> <p>Almost entirely accurate grammar (tenses, agreement, and word order) with some choices to enhance and emphasise meaning.</p> <p>Punctuation is correctly used to enhance the writing.</p> <p style="text-align: right;">6–7</p>	
<p>Appropriate use of sentence structures, with some attempt to create effect.</p> <p>Some sentence features are used to clarify and emphasise meaning.</p> <p>Grammar and punctuation are mostly accurate.</p> <p style="text-align: right;">4–5</p>	<p>Spelling almost completely accurate, with a wide range of words correctly attempted.</p> <p>Polysyllabic, ambitious and more complex, lower frequency words are used successfully.</p> <p style="text-align: right;">3</p>
<p>Limited or partially effective use of complex sentence structures.</p> <p>Mostly simple compound structures based on a variety of connectives.</p> <p>Grammar and punctuation is usually correct; there may be evidence of comma splicing.</p> <p style="text-align: right;">2–3</p>	<p>Spelling is generally accurate over a reasonable range of words.</p> <p>Some polysyllabic and more difficult words in frequent use are spelled correctly.</p> <p style="text-align: right;">2</p>
<p>Simple sentence structures are used successfully.</p> <p>Some correct use of grammar and punctuation, e.g. full stops and capitals.</p> <p style="text-align: right;">1</p>	<p>Simple words are used successfully.</p> <p>There are frequent errors in commonly occurring words.</p> <p style="text-align: right;">1</p>
<p>No creditable response.</p> <p style="text-align: right;">0</p>	<p>No creditable response.</p> <p style="text-align: right;">0</p>

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